



Appendix F

Sample District Professional Development Plans (Including Budget Summary)

Sample 1 Junction Hill C-12 (small district)

Sample 2 Sikeston R-6 School District (medium district)

Sample 3 Francis-Howell School District (large district)



Notes

Districts should keep in mind that these sample plans are included as suggested formats that can be modified and fashioned to meet the characteristics and needs of individual districts. Junction Hill C-12(Sample 1) is a 2005 Commissioners' Award winner. Sikeston R-6 (Sample 2) is a nominee for the 2006 Commissioners' Award of Excellence for Professional Development. Francis-Howell (Sample 3) is a Commissioners' Award winner.

Sample 1 Junction Hill C-12 Professional Development Plan 2005-2006

2005-2006 Committee Members: Susan Haney-Rogers, Chairperson
Rhonda Loring, Secretary
Amanda Hall, Staff Relations

The Junction Hill C-12 Professional Development Committee has set forth their goals for the 2005-2006 school year for professional growth focusing on needs in alignment with the school's Comprehensive School Improvement Plan. They are as follows:

GOALS: Goal 1: Curriculum Revision.
Goal 2: Improving student achievement in Communication Arts.
Goal 3: Improving student achievement in Math.

I. OPERATIONS

The Professional Development Committee will provide information to all staff members pertaining to workshops and in-services that will help achieve the objectives of the Junction Hill C-12 School District and the Junction Hill C12 Professional Development Committee. Committee members will act as confidential consultants to teachers when the need arises and act as a resource for their professional development needs. Staff members will be encouraged to attend and actively participate in professional growth that will enhance their knowledge and benefit the students learning experiences.

The Professional Development Committee will review teacher requests for professional development opportunities and provide approval based on the criteria outlined by the Comprehensive School Improvement Plan & the Professional Development Plan. The administration will provide final approval for all professional development opportunities based on additional administrative considerations such as available resources and release time. The PDC will design a yearly plan for activities that include in-service workshops, conferences, resources, and other training opportunities that will help the district achieve its goals.

Staff members will follow the guidelines for conference requests set forth by the Professional Development Committee. Staff members will complete a request form that outlines PD goals and guidelines for conference/workshop attendance. Following conference/workshop attendance staff will be required to complete an evaluation form describing how the professional development opportunity supported the CSIP/Professional Development Plan for the District. These will be used as references for staff members and possible in-district workshops for future in-services.

The Professional Development Committee will report to the Junction Hill C-12 Board of Education annually and report on the yearly goals and objectives outlined in the districts Professional Development Plan.



II. COMMITTEE STRUCTURE

The PDC will consist of three elected certified staff members. Committee members will be elected to serve a three-year term. A member will be elected each year so that any given year the committee will consist of at least two members with PD experience. Elections will be held no later than May 15th, annually. Certified staff elects committee members. The Junction Hill C-12 Professional Development Committee will meet twice monthly. The chairperson may also elect to call meetings as needed, create the agendas, and conduct the meetings. The secretary will record minutes of the meetings. Staff relations officer will be responsible for posting professional development opportunities and other PDC communications to the staff.

III. PROGRAM EVALUATION

The staff members will evaluate the Professional Development Program annually. A needs assessment will be distributed to teachers in late spring. The results will be used, in conjunction with the School Improvement Plan, to determine the focus for professional development opportunities in the district.

Evaluation will include an assessment of student achievement. Student performance will be evaluated using Crystal Reports data. Evaluation reports will be generated for faculty analysis as soon as Crystal Reports data is received by the district at the beginning of each school year. Meetings will be coordinated with the faculty and administration to evaluate achievement results. Based on yearly evaluations of student achievement, the goals of the Professional Development Plan, in conjunction with the district's CSIP, will be reevaluated and revised as needed.

IV. MENTOR PROGRAM

All beginning teachers will be assigned a mentor teacher with at least 2 years experience to assist in their first two year's of professional growth. The administration and PDC will assign mentors. Training will be provided to mentors and protégés in order to foster a working relationship that will help them achieve their goals.

A Mentor Handbook will be provided that includes a log in which to record mentor/protégé meetings, observations, various workshops attended, and include important procedures and information concerning roles and responsibilities of a beginning teacher and mentor. The handbook will also provide guidelines to help the beginning teacher to develop a Personal Professional Development Plan.

Mentors will meet with their protégé on a regular basis and be available to help their protégé as needed. The mentor should assist their protégé in identifying appropriate goals for their professional development. The mentor will also help their protégé to develop and implement strategies that will help them achieve their professional goals. Release time will be scheduled through the administration to provide opportunities for beginning teachers to observe master teachers in the classroom. In addition, the mentor will be given release time to observe beginning teachers during classroom instruction and provide feedback as needed.

The following is a list of responsibilities for mentors and beginning teachers:

1. Mentors:

- ⇒ Help beginning teacher develop a professional development plan.
- ⇒ Assist beginning teachers in locating important district publications and/or information such as curriculum guides, Professional Development Library, bulletin boards, etc.



Notes

- ⇒ Meet with beginning teacher on a regular basis (at least once a month) and document contact using the log provided in the Mentor Handbook.
- ⇒ Observe and provide formal and informal feedback to the beginning teacher.

2. Beginning Teachers:

- ⇒ Develop and implement a professional development plan.
- ⇒ Take steps to complete 30 hours of in-service training.
- ⇒ Participate in beginning teacher assistance program.
- ⇒ Meet with mentor on a regular basis (at least once a month) and document contact using the log provided in the Mentor Handbook.
- ⇒ Observe “master” teachers during classroom instruction.

V. OBJECTIVES

Objective#1: Curriculum for all grade levels will be revised to include “quality” activities and assessments.

⇒ Strategy #1: District will evaluate and revise Math/CA curriculum to ensure scope and sequence and internal and external alignment w/Show Me Standards and Frameworks and Item Benchmark Descriptors.

- Action 1: Use samples of “quality” curriculum from DESE and other recommended districts to assess curriculum and provide suggested formats for revision.
- Action 2: Use evaluation tools provided by “Electronic Alignment Tool” software to assist in ensuring scope and sequence and internal and external alignment.
- Action 3: Use regional MAP facilitator as a resource to assist in curriculum revision.
- Action 4: Use Frameworks and Item Benchmark Descriptors to align local activities and assessments w/MAP.
- Action 5: Use models of curricula and performance tasks provided by SMCAA to evaluate curriculum.
- Action 6: Use DESE Grade Level Expectations to evaluate current district objectives and scope and sequence.

Suggested Strategies

- ❖ Two release days scheduled prior to the beginning of the regular school year will be used.
 - ❖ Four of the five-scheduled release days during the school year will be used.
 - ❖ Training for the use & assessment of Crystal Reports data.
 - ❖ Attend regional PD workshops that relate to goal.
 - ❖ Attend Reading First Training.
- ⇒ Strategy #2: Provide training/workshops for faculty to continue development of “quality” activities and assessments that address higher order thinking skills and ensure internal alignment.
- Action 1: Increase opportunities for teachers to communicate across grade levels to ensure scope and sequence. (In-service hours/paid after school hours.)



- Action 2: Provide opportunities for faculty and administration to attend regional and statewide conferences covering curriculum issues.
- Action3: MAP Senior Leader will continue to provide training for teachers in the development of “quality” activities and assessments.

Suggested Strategies

- ❖ Two release days scheduled prior to the beginning of the regular school year will be used.
- ❖ Four of the five-scheduled release days during the school year will be used.
- ❖ Paid after-school hours to revise and develop curriculum.
- ❖ Reading & Math Model Curriculum Series.
- ❖ Training in the development and use performance-based activities & assessments provided by the district’s MAP Senior Leader & regional STARR teachers.
- ❖ Attend Show-Me Curriculum Administrators Association training.
- ❖ Attend regional PD workshops that relate to goal.
- ❖ Attend Reading First Training.

⇒ Strategy #3: Use MAP assessment results to identify strengths and weaknesses in curriculum and guide curriculum revision.

- Action 1: Analyze MAP scores over the last four years to determine trends and areas of weakness over time.
- 2: Provide work sessions (In-service, after school hours) for staff to use Crystal Report data to evaluate and determine strengths and weaknesses in curriculum.
- Action3: Attend Crystal Report training on a regional level.

Suggested Strategies

- ❖ Training for the use & assessment of Crystal Reports data.
- ❖ Four of the five-scheduled release days during the school year will be used.
- ❖ Complete Action Plans to address identified weaknesses in achievement and implement strategies.
- ❖ Complete Math Curriculum Revision for Pre-K through 8th grade.

Objective #2: The district will provide improved district wide access to technology equipment and computers from grades K-8.

⇒ Strategy #1: Workshops will be provided for teachers to better prepare for use in classroom.

- Action 1: Surveys will be given yearly to find areas of interest and needs of teachers.
- Action 2: 50% of teachers will attend at least one workshop per year relating to technology.

Suggested Strategies

- ❖ Technology training in the use of Power Point software & the operations of school computer lab.
- ❖ Two release days scheduled prior to the beginning of the regular school year will be used.



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- ❖ Conduct annual assessment to determine teacher & student needs.
- ❖ Conduct SMART BOARD Training.
- ❖ Conduct Palm Pilot Training.

⇒ Strategy #3: Integrate technology into all curriculum areas.

- Action 1: Revise curriculum guides to include technology activities in one core subject at each grade level per year.

⇒ Strategy #4: Provide encouragement to students to efficiently use available technology.

- Action 1: Teachers will model effective use of technology in learning activities.

Objective #3: Eighty percent of the district's students will score at the proficient and advanced levels on the MAP.

⇒ Strategy #1: The district will provide professional development opportunities to support improved teaching strategies/techniques and testing results.

- Action 1: The district will join a reading and math consortium to allow teacher ongoing specialized training.
- Action 2: Peer teaching will be implemented.
- Action 3: Crystal Reports in-services will be held for faculty to help address areas of concern.

Suggested Strategies

- ❖ Training for the use & assessment of Crystal Reports data.
- ❖ Four of the five-scheduled release days during the school year will be used.
- ❖ Reading & Math Consortium will provide consultants for training.
- ❖ Reading First Training.
- ❖ Training in the development and use performance-based activities & assessments provided by the district's MAP Senior Leader & regional STARR teachers.
- ❖ Attend conference/workshops to provide training in instructional strategies.

⇒ Strategy #4: The district will provide student opportunities to improve study skills and test takings skills.

- Action 1: Extend school curriculum to include "test taking" and "study skills" courses.

Objective #4: Positive school climate will be improved throughout the district.

⇒ Strategy #4: Actions will be implemented in the district to increase student and faculty morale.

- Action 1: Develop and implement character education *προγραμμα*.

Suggested Strategies

- ❖ Attend workshop/conference on character education.



VI. PROFESSIONAL DEVELOPMENT ACTIVITIES FOR 2005-2006

- ⇒ Curriculum revision & development training & collaboration.
- ⇒ Training for the use & assessment of Crystal Reports data.
- ⇒ Membership to the South Central RPDC Reading (Reading First) & Math Model Curriculum Series.
- ⇒ Training for beginning teachers & mentors.
- ⇒ Technology training in the use of Power Point & SMART Board software & the operations of school computer lab.
- ⇒ Training in the development and use performance-based activities & assessments provided by the district's MAP Senior Leader & regional STARR teachers.

VII. FUNDING

The Outstanding Schools Act of 1993 indicates that each school district shall allocate one percent of its revenue from the foundation program to Professional Development Committee for professional development. At least 75% of these funds are spent on activities that are aligned with the district's CSIP plan. Allocations of funds are to be determined by the professional development committee in consultation with administrators.

BUDGET FOR 2004-2005	\$11,800.00
Release Time (Sub Pay)	\$4,500.00
Workshop/Conferences + Travel Expenses	\$7,100.00
Supplies	\$200.00

Notes



Notes

Sample 2
SIKESTON R-6
PROFESSIONAL DEVELOPMENT PLAN

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SIKESTON R-6 SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN

INTRODUCTION

The Sikeston R-6 School District Goals 2005-2006, established by the Comprehensive School Improvement Plan (CSIP), guided the District Professional Development Committee and each individual building Professional Development Committee as a foundation to develop goals to meet the professional development needs of the district.

Activities, workshops, and training provided during the 2005-2006 school year will align with the following CSIP goals:

1. Reading and writing achievement will improve as demonstrated by:
 - (a) Yearly 3% increase in the percentage of students scoring at the Proficient and Advanced levels on the reading sub score of the MAP Communication Arts test for grades 3 and 7.
 - (b) Yearly 3% increase in the percentage of students scoring at the Proficient and Advanced levels on the MAP Communication Arts test in 11th grade or until 100% of the students reach those levels.
 - (c) Yearly decreases of 3% or greater in the percentage of students scoring in the Step 1 and Progressing levels of the MAP or achieving a total of 5% or less at these levels.
 - (d) 30% of the graduates scoring at or above the national average on the English and Reading portions of the ACT each year, and the average composite is above the national average.
 - (e) Students will be meeting the adequate yearly progress (AYP) standard at levels determined by the Department of Elementary and Secondary Education.
2. Mathematics achievement will improve as demonstrated by:
 - (a) Yearly increases of 3% or greater in the percentage of students scoring in the Proficient and Advanced levels of the MAP test or achieving a total of 50% or more in the top two levels.
 - (b) Yearly decreases of 3% or greater in the percentage of students scoring in the Step 1 and Progressing levels of the MAP test or achieving a total of 5% or less at these levels.
 - (c) 30% of the graduates scoring at or above the national average on the mathematics portions of the ACT each year, and the class average composite is above the national average.
3. Science achievement will improve as demonstrated by:
 - (a) The district will show a yearly 3% increase in the percentage of students scoring at Proficient and Advanced levels on the science sub score of the MAP Science for grades 3, 7, and 10.
4. The district will actively promote high attendance rates (96% or higher) and persistence to graduation (maintain a drop-out rate less than 3%).
5. The district will provide professional development opportunities that support district goals, utilizing the required 1% of the district budget.
6. The district will encourage students to be civic-minded, self-directed, and capable of leading.
7. The district will improve the quality of the library media centers.
8. The district will maintain high academic expectations for all students in the Sikeston R-6 School District.
9. The SPS district will work to integrate technology into the curriculum and instruction.
10. The district will maintain and employ highly qualified teachers.



Notes

Individual building goals were established by the building level Professional Development Committees at each school, using data collected through a needs assessment, standardized test analysis, and surveys to determine areas of interest and need.

It is the purpose of the Professional Development Plan to align each building's goals to the district's CSIP which addresses the Missouri School Improvement Program (MSIP) integrated standards and indicators. All professional development activities should ultimately address the CSIP Goals dealing with student achievement in reading and mathematics, and drop-out rate.

The Professional Development Plan guides the professional development of the employees of the Sikeston R-6 School District as they refine the strategies, skills and knowledge necessary to insure that all Sikeston R-6 School District students acquire the life-long skills essential to become productive citizens of the future.

The Professional Development Plan is a document which will continue to be improved throughout the school year as we align continued professional development through quality instructional practices and improving student achievement, providing a safe school environment, and building positive relationships among home, school and the community.

Improving professional development on a district-wide basis is a process that takes time and understanding of all parties involved. It is the hope of the Sikeston R-6 School District Professional Development Committee that, with each year and each in-service, the individual schools and the district as a whole will become more focused in identifying and meeting the targeted professional development needs of our staff to better meet the needs of our students.

Sikeston R-6 School District Professional Development Plan 2005-2006

One percent (1%) of Sikeston R-6 District revenue from the foundation program, exclusive of categorical add-ons, will be utilized by the school district for professional development designed to help the Sikeston R-6 District meet the objectives of the Comprehensive School Improvement Plan (CSIP). The School Improvement Plan is the basic document from which in-service and professional development needs must be derived. The statute gives the district's Professional Development Committee (Executive Committee of the Sikeston Community Teachers Association) the responsibility of recommending a professional development plan designed to meet the objectives of the CSIP, which must include activities to be funded with the one percent professional development money. Sikeston administrators provide input in developing the professional development plan, and the Sikeston Board of Education will approve the final professional development plan.

MISSION STATEMENT

The mission of the Sikeston R-6 School District is to provide a comprehensive, quality education for all students.

PHILOSOPHY/BELIEFS

The Sikeston R-6 School District believes the purpose of education is to prepare students to be successful, life-long learners in an ever-changing society. All students will be provided the opportunity and motivation to develop academically, mentally, emotionally, socially, culturally and physically to their fullest extent. We further believe schools should foster honesty, citizenship, self-esteem, and respect for the rights of others.



GOALS FOR PERFORMANCE IMPROVEMENT

Notes

Sikeston R-6 School District plans to examine the following data annually to improve achievement within the Sikeston R-6 district:

Examination of benchmark tests, Terra Nova and MAP results, especially:

- Level of performance
- Median student mastery
- Key skills mastery
- Quintile distribution

Comparison of ACT scores with national averages

Drop-out figures, along with an analysis of school leavers

Goals aimed at improving student performance which have been established by the district are:

1. Encourage regular attendance;
2. Provide and maintain appropriate curriculum and A+ status;
3. Emphasize writing in all classes; and
4. Encourage students to realize the importance of achievement testing.

It is our belief that students must be in attendance to achieve an appropriate education and make educational gains. The district will counsel students, maintain participation in a truancy court, provide summer school and attendance incentives, and involve parents in the importance of good attendance.

Curriculum is evaluated and revised regularly within the district. Math and reading skills of students will receive special emphasis as part of the CSIP and district goals.

Writing is extremely important. All communication is assisted by the development of proficiency in writing. All courses will stress writing as a part of their curriculum.

Efforts will be made K-12 to make students aware that achievement tests are very important to them, as well as to the district. Test-taking skills and problem-solving tactics will be emphasized along with the importance of taking the testing process seriously. Testing environments will also be evaluated to ensure the best possible setting for students engaged in examinations.

The district has scheduled four full days and three half days of staff orientation and in-service for all certificated and non-certificated teachers. Additional In-Service programs will be provided for new teachers and administrators.

Staff development activities are reviewed and conducted at the building level. Many of these activities are subject or task-related and supported by funding other than the one percent foundation staff development dollars.

District In-Service Budget Expenditures	Code Function 2214
PDC Substitutes	\$0.00
PDC Curriculum Stipend	\$5,760.00
PDC Benefits	\$1,240.00
PDC Staff Training	\$50,000.00
PDC Tuition Reimbursement	\$30,000.00
PDC Purchase Services	\$2,000.00
PDC Curriculum In-Service	\$2,000.00
PDC Supplies	\$8,500.00
Total	\$99,500.00

The PDC budget was reviewed and approved on June 22, 2005.



Notes

Pursuant to the survey conducted by the Professional Development Committee in May, 2005, the Professional Development Plan will address the following issues as they relate to the CSIP.

Elementary	Middle	Secondary	Administrators
1. At-risk Students	1. Improving Student Study/Thinking Skills	1. Raising Student Performance MSIP	1. At-risk Students
2. Hands-on Learning / Activity-based Learning	2. Raising Student Performance; MSIP	2. Parental / Community Involvement	2. Parental/Community Involvement
3. Technology Applications – Using Computers in Class	3. Technology Applications – Using Computers in Class	3. Improving Student Study/Thinking Skills	3. Improving Student Study/Thinking Skills
4. Abused/Neglected Children	4. At Risk Students	4. Abused/Neglected Children	4. Technology Applications – Using Computers in Class
5. Classroom Management Through Good Instructional Practices	5. Parental/Community Involvement	5. Hands-on Learning/Activity-based Learning	5. Integrated Learning / Writing Across Curriculum

The top two concerns related to the district's MSIP student performance data.

1. Improving Student Study/Thinking Skills
2. At-risk Students

The driving force behind all professional development activities will be the Comprehensive School Improvement Plan with emphasis placed on student achievement.

Other staff development opportunities are provided throughout the budget with an estimated \$159,270 allocated for staff development. These resources are a combination of state, federal and local dollars. Some of the funding sources have special program requirements such as special education, technology and Title II.

For the 2005-2006 school year the district has budgeted a total of \$253,034 for staff training and in-service.

Missouri School Improvement Program - "Professional Development Programs are cooperatively developed by the school staff, administrators, and school board members with assistance from a Professional Development Committee as required by Section 168.400 RSMo."

Board of Education Policy - Professional Development Committee
GCL Professional Staff Development Opportunities
GCLA Professional Development Programs

District Comprehensive School Improvement Plan (CSIP) - Beginning with the implementation of the second cycle Missouri School Improvement Program (MSIP) standards (July, 1998), all districts are required to have a Comprehensive School Improvement Plan (CSIP). This board-approved plan is ongoing with goals, outcomes, or objectives in sufficient detail so as to direct improvement efforts of the district for at least a five-year period. The plan should incorporate improvement issues related to student performance, MSIP identified concerns, long-term facility and maintenance needs, state and federal program improvement requirements and other issues identified by the district.

**PROFESSIONAL DEVELOPMENT GOALS
2005-2006****Notes**

With the Comprehensive School Improvement Plan goals as the guide, the Professional Development Committee (PDC) met on August 4, 2005, at the annual PDC Workshop to examine program evaluations and discuss various Building School Improvement Plans with their administrators to construct the 2005-2006 professional development focus. Listed below are 5 specific goals upon which the district will focus instruction/in-service programs for this school year:

1. Each teacher throughout the district will have the responsibility to develop a vocabulary list to help build background knowledge.
2. Each teacher throughout the district will have the responsibility to use an instructional strategy to meet the needs of the at-risk student.
3. Each teacher throughout the district will have the responsibility to develop interdisciplinary units utilizing a communication arts and mathematics goal for students.
4. Each teacher throughout the district will have the responsibility to develop an interdisciplinary unit utilizing computer technology into their teaching.
5. Each teacher throughout the district will have the responsibility not only to use data and analyze, but to write up what changes were made due to the interpretation of the data.

In-services throughout the year will focus elementary teachers on building background knowledge using a teacher-made vocabulary list. Secondary teachers will continue the focus on building background knowledge to close the achievement gap. Both divisions will analyze and interpret data to change instructional strategies. Leadership teams from each building will act as trainers to model the various research-based strategies.

Additional staff will be added to aid teachers to focus on technology and use it in the classroom each and every day.

New teachers will be acclimated to the district's use of various teaching strategies through workshops, in-services, mentors, PDC members and administrators.

All workshops teachers attend will focus only on the above for the 2005-2006 school year. (There may be exceptions to this due to certification needs, but they will go through the professional development office.)



Notes

PROFESSIONAL DEVELOPMENT

A professional development program will be planned annually to provide for beginning and experienced staff a continuous process of refining skills and keeping abreast of new developments in the field of education. The executive committee of the Sikeston Community Teachers' Association (SCTA) shall serve as the professional development committee of the district. The past SCTA president, SCTA president, SCTA president elect, Assistant Superintendents in charge of Elementary/Special Services, Middle Grades/Curriculum, Secondary/Professional Development, and Finances will meet annually to coordinate and articulate the professional development plan for the district. Input and guidance will be provided by the Professional Development Committee (PDC), chaired by the Assistant Superintendent in charge of professional development.

It is the desire of the PDC to promote staff development and effectiveness by:

1. Implementing a professional development program designed to assist in professional growth of staff;
2. Promoting communications among and between teachers of grade levels and/or department;
3. Utilizing performance-based staff evaluations;
4. Providing a formal staff development program; and
5. Providing programs and awards to recognize the achievements of Sikeston R-6 District employees.

I. Purpose

Professional educators recognize the need to continually strive to provide the "best" quality of instruction for the students with whom they work. Working together as an education team will enhance the opportunity to continually assess the changing technology, art and science in the education profession.

To meet the changing needs of society, it becomes more important to provide guidance and direction of an ongoing staff development program that serves the perceived needs of the:

- Teachers entering the profession for the first time; and
- Teachers who are new to the faculty of the Sikeston R-6 Schools; and
- All staff members who work as a part of the education community of the district.

II. Objectives

The Professional Development Committee:

1. Shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies;
2. Serve as a confidential consultant upon a teacher's request;
3. Assess faculty needs and recommend in-service programs for school staff; and
4. Present to the appropriate authority faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district.

III. Teacher Objectives

Staff Development education is usually defined as an effort to increase/expand teacher skills brought about by new learning. Staff Development education attempts to improve capacity in three broad areas: knowledge, attitudes, and skills. Thus,



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Staff Development teacher education is defined as efforts to improve teachers' capacity to function as effective professionals by having them learn new knowledge, attitudes, or skills. These outcomes constitute the teacher objectives of any Staff Development activity.

IV. Student Objectives

Staff Development activities have objectives at two levels. The immediate objective is to bring about an increase in teacher competence. The long-range objective is to bring about improvements in student performance as a result of the increase in teacher competence.

V. Measurement of Teacher Competence

A major justification for Staff Development programs is that they provide the opportunity for teachers to develop desirable changes in teacher competencies and update curriculum and instruction. Measurement procedures can range from:

1. Administering questionnaires and surveys; and
2. Observing teacher's classroom behavior.



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5 YEAR PLAN FOR PROFESSIONAL DEVELOPMENT

Developed By PDC Committee - May 29, 2002

Dr. R.L. Bohannon, Facilitator

A five-year plan was written after reviewing the program goals and evaluations from all elementary grade levels and secondary curriculum subject areas. The five-year plan has immediate goals for implementation next year and a third-year benchmark to check progress to review, revise or change.

The following foci were selected from the program goals and evaluations:

Professional Development

- Organizational Structure
- Curriculum Revision
- Strategies
- Benchmark Tests
- Analysis of Data
- Parent/Community

BENCHMARK TESTING:

	Secondary	Elementary
2002-2003	1 - Create mid-semester benchmark tests 2 - Horizontal alignment per grade level 3 - Provide PDC or mentoring with new staff	1 - Create mid-semester benchmark tests 2 - Horizontal alignment per grade level 3 - Provide PDC or mentoring with new staff
2003-2004	1 - Revise Benchmarks 2 - Revise test to keep improving on mastery (check teaching techniques) 3 - Analyze Data	1 - Revise Benchmarks 2 - Revise tests to keep improving on mastery (check teaching techniques) 3 - Analyze Data
2004-2005	1 - Revise Benchmarks 2 - Analyze Data	1 - Revise Benchmarks 2 - Analyze Data
2005-2006	1 - Revise	1 - Revise
2006-2007	1 - Professionally printed in booklets **could publish to pay for printing and other costs	1 - Professionally printed in booklets **could publish to pay for printing and other costs



ANALYSIS OF DATA:

Year 1 (Who, what, when, where, how, etc.)

- *How do we access data?
- *Develop core group to train
- *How do we read data?
- *What data?
- *Who is responsible?

Year 3 ALL CLASSROOM Teachers will use Crystal Report data and benchmark tests to change instruction to improve achievement.

Year 5 Curriculum is data-driven and aligned
Benchmarks are given, analyzed, and revised when needed. Teachers are using various strategies to meet unique needs of students.

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STRATEGIES:

Benchmarks

- A. Implementation /writing of quarterly Benchmark tests using current reading/math curriculum guides – Year 1
- B. Review benchmark tests as curriculum changes and revise as necessary – Years 3-5

Instructional Strategies

- A. Continue to attend cooperative learning workshops and other instructional strategy workshops
Projection of 25% per unit – Year 1
- B. Projection of 50% - Year 3
Projection of 75% - Year 5
- C. Teachers sharing strategies learned – Year 2-5

Analysis of Data

- A. Continue study groups of data to make changes in instruction – Years 1-5
- B. Staff training – Years 2-5

Map Training

- A. Continue training teachers in constructed response, performance events, scoring guides – Year 1
- B. Participate in MAP Scoring

Technology

- A. Attend technology training workshops – Year 1
- B. Ongoing staff training – Year 2 & 3
- C. Reinforce skills learned – Years 4 & 5



PARENT/COMMUNITY INVOLVEMENT:

Move from district to building control

Year 1 - Select projects that will work for your building now.

Year 3 - Implement any other projects not already in place.

Year 5 - All projects are implemented at the building level.

Ideas to implement over the next 5 years:

1. PDC kickoff includes parents, students, community
2. More citizen advisory committee involvement
3. PTO/VBO/Booster Club included in advisory committee
4. Computer labs open at night for parent use
5. Parents as tutor pool; "Foster Parents Program"
6. Caring Community "Parent Support Group" - Parents lead discussion about concerns on raising children
7. Project night - 1 week to help parents/students develop their math/social studies/science projects with parents assisting teachers each night
8. Instruction on what "MAP" is and your child's results
9. After-school parent assistance on helping their children in school in certain subject areas (during tutoring for students after school)
10. Academic programs for at-risk students: science club; math club; "Succeeding".....instead of Beta only for top students; not for "college prep" only
11. Alternative schools help parents and students change their focus - parent support group; character education, etc.
12. Character Education includes parental input

Notes



Notes

PROFESSIONAL DEVELOPMENT:

Develop a tier for teachers/training. Study groups will be divided into 3 tiers to meet the needs of teachers. Tier 1 for all teachers to learn a new concept called “How To’s” ; Tier 2 for teachers that “know how” and need time to develop/implement information from workshops; Tier 3 for teachers proficient in an area and ready to facilitate others and also mentor new teachers to the strategies already in place in the district. Training will be obtained by attending workshops, district in-services, building-level staff development meetings.

<u>Year 1</u>	Study Groups	Cooperative Learning At Risk Students Technology	Improved Reading Skills Improved Math Skills Increased Attendance
<u>Year 2</u>	Study Groups	Classroom Management Test Taking Skills	Lower Drop-Out Rate Retain Quality Teachers/Staff
<u>Year3</u>	Study Groups	How to Write Good Lesson Plans Motivating the unmotivated Character Education	
<u>Year 4</u>	Study Groups	Service Learning Parental/Community Involvement	
<u>Year 5</u>	Study Groups	Train the Trainer Benchmark Testing Analyze Data Problem Solving	

CURRICULUM REVISION:

Year 1: Evaluate the progress/effectiveness of the curriculum objective and strategies on a continual basis. Teaching staff should be continually updating and sharing activities and strategies which correspond to curriculum objectives.

Year 3: Evaluate and revise 50% of curriculum objectives to meet possible changes in focus, state requirements, and new textbook adoptions. A schedule of curriculum revision should be set up and implemented.

Year 5: Complete the re-evaluation and revision of all curriculum areas as provided in the schedule, and continue the updating of program objectives as needed.



PROFESSIONAL DEVELOPMENT CHAIR ACTIVITY REPORT

SIKESTON R-6 SCHOOL DISTRICT

Due by September 30

Date: _____

School: _____

Name of PDC Chair reporting: _____

Member names of your building's Professional Development Committee:

When is your next meeting? _____

Was your principal involved in this Professional Development Committee meeting?

____ YES

____ NO

Items to cover in the meeting:

1. Be certain to give building committee the CSIP PD goals.
2. Set up at least 3 building PD meeting times and list here:
 - a. _____
 - b. _____
 - c. _____
3. Go over how to make certain teachers evaluate all workshops and turn in all information.

What is/are the goal(s) your building has selected to pursue regarding professional development for the current school year? (You may attach the professional development part of your building school improvement plan here.)

Notes



Notes

SIKESTON R-6 SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN
APPENDICES

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**Sikeston R-6 School District PD Plan
Appendix A**

**MISSOURI SCHOOL IMPROVEMENT PROGRAM
PROCESS STANDARDS
ADDRESSING PROFESSIONAL DEVELOPMENT**

INSTRUCTIONAL DESIGN AND PRACTICES

6.1 The district implements written curriculum for all its instructional programs.

- Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies.

6.2 The district administers state-required tests and other tests and uses disaggregated and longitudinal assessment data to adjust its curriculum and instruction.

- The district has a written assessment plan which includes:
-provisions for staff development activities directly related to the assessment program.

6.3 The district has implemented effective instructional programs designed to meet the assessed needs of its students, as well as the practices and procedures needed to support these programs.

- The district provides a professional development program that focuses on and supports its curriculum and instructional practices.
- Teachers use current assessment information to plan instruction and have received specific training on this process.

6.4 Instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

- Training in the use of instructional equipment and technology is provided.

6.5 The district has created a positive climate for learning and established a focus on academic achievement.

- Specific requirements have been set for grade-to-grade promotion, and programs are in place to address the achievement problems of students at risk of grade-level retention.

6.6 The schools are orderly; students and staff indicate they feel safe at school.

- A written code of conduct which specifies acceptable student behavior, consequences, and discipline procedures and which includes appropriate measures to ensure the safety of students to and from school, during school, and during school-sponsored activities is distributed to teachers, parents, and students.
- Data is gathered on student violence and substance abuse, and is used to modify programs and strategies to ensure safe and orderly schools.



Notes

6.7 Professional development is an integral part of the educational program and all school improvement initiatives.

- The district provides intensive, on-going professional development activities that address curriculum and the instructional practices related to student achievement issues identified in the Comprehensive School Improvement Plan (CSIP).
- For all staff members, professional development is an integral part of their job responsibilities and expectations.
- The district has identified a set of instructional strategies designed to meet the assessed needs of students, and has made a long-term commitment to focus its professional development activities on implementing and reinforcing these strategies.
- The district collects and utilizes information regarding the effectiveness of its professional development program in improving instruction and student achievement.
- The district has a written plan for professional development which includes the following:
 - PDC policies and procedures (including, but not limited to, mentoring provisions, PDC membership criteria, reimbursement procedures, request procedures, etc.)
 - program objectives aligned with the CSIP
 - evaluation criteria for the overall professional development program
 - descriptions of the planned professional development activities which are directly related to areas of needed student improvement and aligned with the district's CSIP
 - provisions for complying with specific program requirements, and all rules, regulations, and legislation related to professional development funding
- The district provides substantial time and resources for the professional development of all staff members.

SCHOOL SERVICES

8.10 The district's facilities are safe.

- Staff members and students are trained in the safe and proper use of all safety and emergency devices where applicable.
- The district has developed, implemented, and documented safety procedures, which include:
 - appropriate safety/emergency drills
 - a reporting system for accidents
 - security and crisis management plans for each building

8.11 The district has developed and implemented a program for school health services which includes goals and objectives, service activities, and an evaluation design.

- The district has a written health services plan and health care services which include:
 - board-approved written policies on the administration of medication, contagious and infectious diseases, immunizations for school children, confidentiality of health records, and child-abuse reporting
 - procedures for first aid and emergency care (including accident-reporting procedures and records of students served)



MISSOURI SCHOOL IMPROVEMENT PROGRAM MANDATING PROFESSIONAL DEVELOPMENT

The mandated professional development identified in the Missouri School Improvement Program (MSIP) has been categorized into the following areas: curriculum, instructional strategies (district wide), instructional strategies (flexibly used), assessment, assessment to plan instruction, balanced reading program, technology, positive school climate, safe school climate, school health services, and professional development. Each topic has been cross-referenced with the Missouri School Improvement Program (MSIP) standards and Missouri law.

CURRICULUM (6.1.2, 6.3.1, 6.7.1)

- curriculum review and revision process
- curriculum articulation
- curriculum alignment strategies
- implementing the curriculum
- developing and revising of teachers' curriculum
- aligning the curriculum to the Show-Me Standards, the MAP, and other district-wide assessment

INSTRUCTIONAL STRATEGIES

- district-wide instructional strategies (6.1.2, 6.3.1, 6.7.1, 6.7.3)
- performance tasks
- assessment-driven instruction
- flexible grouping
- flexible use of instructional strategies (6.1.2, 6.3.1, 6.7.1)
- whole group instruction/discussion/lecture
- cooperative learning
- one-to-one instruction/individualized instruction
- varied, flexible instructional groupings based on lesson objectives and the individual needs of students
- peer tutoring, peer coaching, cross-age tutoring
- hands-on activities, projects, activity stations, experiments
- computer-assisted instruction
- supplemental instruction in or out of the classroom
- modified assignments based on the developmental level of each student
- modified assessments based on the developmental level of each student
- re-teaching

ASSESSMENT (6.1.2, 6.2.1, 6.3.4, 6.7.1, 6.7.3)

- performance-based
- portfolio management
- constructed response
- observation with rubric
- essay evaluation
- authentic assessments
- implementation of the curriculum
- activities directly related to the assessment program
- assessment of the Show-Me Standards not covered in the Missouri Assessment Program
- test-taking skills

ASSESSMENT TO PLAN INSTRUCTION (6.1.2, 6.2.1, 6.3.4, 6.7.1, 6.7.3)

- textbook assessments
- teacher-developed assessments (quizzes, test, checklists)
- project assessments, process assessments (with rubrics or guidelines), or portfolios



Notes

- district-level student achievement data (state required achievement tests and/or others)
- college-preparatory/achievement testing results (ACT, SAT)
- longitudinal testing data
- disaggregated assessment data for various student populations
- assessment results from various instructional software programs
- diagnostic tests (reading, oral comprehension/listening, math) for individual grades or students
- program-required tests (gifted education, special education)

BALANCED READING PROGRAM (6.1.2, 6.2.1, 6.3.1, 6.3.4, 6.5.3, 6.7.1)

- direct instruction
- guided reading
- independent reading
- shared reading
- flexible groups
- cooperative learning
- phonemic awareness
- phonics
- decoding skills
- word-attack skills
- comprehension skills
- fluency
- spelling skills
- writing skills
- listening skills
- speaking skills
- analyzing student progress to plan instruction

TECHNOLOGY

- various types of technology/software (6.4.3, 6.7.1)
- using e-mail
- designing Web pages
- using databases
- using word-processing program(s)
- using spreadsheets (Access or Excel)
- using presentation programs (Power Point, Hyper Studio, and others)
- using desktop publishing
- using MOREnet/Internet electronic resources
- using grading programs (tracking student progress)
- assessing student records/information systems
- posting information for parent and student access
- using specific instructional strategies involving computer technologies (plus 6.1.2, 6.3.2)
- using Clear Access Program (software) (plus 6.1.2, 6.2.1, 6.3.4)
- using Curriculum Alignment Program (software) (plus 6.1.2)
- incorporating technology into the curriculum and instructional practices (6.1.2, 6.3.2, 6.4.3, 6.7.1)
- helping students effectively use computers
- locating research materials or on-line information
- use of computer word-processing software to support composition classes, the development of editing skills, and general writing skills
- use of a variety of presentations skills and technological programs to communicate knowledge (staff) and learning (students)
- use of portfolios of student work samples (compositions, research reports, research/inquiry results, etc.) in either the core content areas or in integrated instructional programs/classes

**Notes**

- use of project-based/inquiry-based problem-solving assignments within classes
- use of electronic and/or on-line resources to teach students how to locate information and how to develop research skills (including the evaluation of various sources of information)
- use of distance learning/virtual classes to enlarge the high school's program of studies or to meet individual students' interests
- use of the eMINTS program to immerse classes in a technology-related learning environment

POSITIVE SCHOOL CLIMATE

- retention policy (6.5.3)

SAFE SCHOOL CLIMATE

- student code of conduct (6.6.1, 6.7.1, 160.261.1 RSMo)
- safe and proper use of all safety and emergency devices where applicable (8.10.2)
- crisis management (8.10.3, 160.453 RSMo)
- violence-prevention program (8.10.3)

SCHOOL HEALTH SERVICES

- first aid, CPR, and blood-borne pathogens/bodily fluids (8.11.1, State Board of Education policy guideline)
- reporting child abuse (210.115 RSMo)

PROFESSIONAL DEVELOPMENT

- various types of professional development (6.7.1, 6.7.1, 6.7.3)
- study group
- action research group
- design team
- peer coaching
- teacher collaborative
- academics
- video-taped lesson
- reflective journals/reflective practices
- portfolio management/portfolio of teaching strategies



Notes

Sikeston R-6 School District PD Plan
Appendix B

MISSOURI SCHOOL IMPROVEMENT PROGRAM
PERFORMANCE STANDARDS
ADDRESSING STUDENT ACHIEVEMENT
AND EDUCATIONAL PERSISTENCE

ACHIEVEMENT

- 9.1 General Academic Achievement - The district has implemented the Missouri Assessment Program (MAP) to measure academic achievement. The district's students achieve a high level of performance or demonstrate improvement in performance on the MAP.**

The district will meet the performance standards as measured by the Third Cycle Scoring Guide, 2003-04, using one of the four calculation methods provided.

- 9.2 Reading Achievement - The percent of third and seventh grade students whose reading achievement was proficient, as measured by a reading score derived for MSIP from the MAP communication arts test, is at a high level or is increasing.**

1. If the percent of students who score at the proficient or advanced level on the MAP (reading) is equal to or greater than 50%, the objective is met.

- 9.3 Scholastic Preparedness - The percent of students scoring at or above the national mean on the American College Testing (ACT) program or Scholastic Aptitude Test (SAT) is at a high level or is increasing.**

The district will meet the performance standards as measured by the Third Cycle Scoring Guide, 2003-04.

- 9.4 Career Preparation - The percent of students demonstrating adequate preparation for postsecondary education and/or employment is at a high level or is increasing.**

1. The percent of credits taken by juniors and seniors in Department-designated advanced classes (including Advanced Placement, dual-credit, and International Baccalaureate classes listed on the high school program of studies) is at a high level or increasing.
2. The percent of credits taken by juniors and seniors in Department-designated vocational classes is at a high level or is increasing.
3. The percent of students who attend postsecondary education at a community college, a four-year college/university, or technical/vocational school within six months of graduating is at a high level or is increasing.
4. The percent of students who complete vocational education programs approved by the Department of Elementary and Secondary Education are placed in occupations relating to their training, continue their educations, or are in military services is at a high level or is increasing.

The district will meet the performance standards as measured by the Third Cycle Scoring Guide, 2003-04.



EDUCATIONAL PERSISTENCE

10.1 Educational Persistence - The percentage of students who persist in their efforts to complete an educational program increases or is maintained at a high level.

1. The percent of students who drop out of school is at a low level or is decreasing.
2. The percent of the district's students who are in regular daily attendance is at a high level or is increasing.

The district will meet the performance standards as measured by the Third Cycle Scoring Guide, 2003-04.

Notes



Notes

Sikeston R-6 School District PD Plan
Appendix C

MISSOURI LAW
ADDRESSING PROFESSIONAL DEVELOPMENT

160.261.1 RSMo, calls for districts to provide annual training to all employees “related to the specific contents of the policy of discipline and any interpretations necessary to implement the provisions of the policy in the course of their duties, including but not limited to approved methods of dealing with acts of school violence, disciplining students with disabilities, and instruction in the necessity and requirements for confidentiality.”

160.453 RSMo, (Earthquake Emergency Procedure) calls for school districts within the 47 counties which can expect to experience ground shaking equivalent to a Modified Mercalli of VII or above from an earthquake occurring along the New Madrid Fault (with a potential magnitude of 7.6 on the Richter Scale) to establish an earthquake emergency system. The emergency system must include “a program to ensure that the students and certificated and non-certified employees of the school district are aware of, and properly trained in, the earthquake emergency procedure system.”

210.115 RSMo, which requires that a teacher, principal, school official or other person with responsibility for the care of children immediately report or cause a report of suspected child abuse, requires that the Division of Family Services inform mandated reporters of their responsibility. Although it is not specified that training of school district employees in the mandatory reporting requirement is the responsibility of the school district, we recommend that the district provide training in the identification and reporting of child abuse.

The State Board of Education has issued policy guidelines on communicable diseases. Included in these guidelines is the statement that “all employees should receive training annually on universal precautions and the Communicable Disease Policy.”



**Sikeston R-6 School District PD Plan
Appendix D**

**PROFESSIONAL DEVELOPMENT NEEDS
ASSESSMENT SUMMARY
SPRING 2005**

TOP FIVE AREAS OF CONCERN FOR EACH GROUP:

Elementary	Middle	Secondary	Administrators
1. At-risk Students	1. Improving Student Study/Thinking Skills	1. Raising Student Performance MSIP	1. At-risk Students
2. Hands-on Learning / Activity-based Learning	2. Raising Student Performance MSIP	2. Parental/Community Involvement	2. Parental/Community Involvement
3. Technology Applications – Using Computers in Class	3. Technology Applications – Using Computers in Class	3. Improving Student Study/Thinking Skills	3. Improving Student Study/Thinking Skills
4. Abused/Neglected Children	4. At-risk Students	4. Abused/Neglected Children	4. Technology Applications – Using Computers in Class
5. Classroom Management Through Good Instructional Practices	5. Parental/Community Involvement	5. Hands-on Learning/Activity-based Learning	5. Integrated Learning / Writing Across Curriculum

Notes



Notes

**Sikeston R-6 School District
Needs Assessment for Planning Staff Development
Activities for 2005-2008**

Please complete the following survey to help the Office of Professional Development identify needs for professional development so that we may plan for the next three years. Return it to your Professional Development Chair in your building on or before **October 21**. Check the form below to give us information regarding your position and experience. Then check any training topics which interest you either in a workshop (one day) or study group (three after-school sessions) format and whether you might be willing to teach/facilitate the topic presented. **If you work in two or more schools, please fill out only one survey.**

I am:

- | | |
|--|---|
| <input type="checkbox"/> a non-certified staff member
(i.e., secretary, nurse, custodian) | <input type="checkbox"/> an early childhood teacher |
| <input type="checkbox"/> an elementary teacher | <input type="checkbox"/> a middle school/junior high teacher |
| <input type="checkbox"/> a high school teacher | <input type="checkbox"/> a teacher with five years or less experience |
| <input type="checkbox"/> Title 1 teacher | <input type="checkbox"/> nonpublic teacher |
| <input type="checkbox"/> a teacher with six to fifteen years of experience | |

Training Topics	I would enroll in a workshop if offered.	I would enroll in a study group to study this topic.	I would be willing to teach/facilitate this workshop or study group.
The Missouri Assessment Program			
How to Improve Reading Skills			
Everyday Mathematics			
How to Improve Science Instruction			
How to Improve Social Studies Instruction			
Learning Styles			
Teaching Styles			
Multiple Intelligences			
Evaluating Instruction for Improvement of Student Achievement			
Inclusion			
Implementing District Curriculum			
Evaluating District Curriculum			
How to Help Students Take Tests			
Brain Research			
Time Management			
Dealing with Gifted Students in the Regular Classroom			
Study Skills			



Training Topics	I would enroll in a workshop if offered.	I would enroll in a study group to study this topic.	I would be willing to teach/facilitate this workshop or study group.
Alternative Forms of Assessment			
Working with Students with Special Needs			
Building a Positive Climate			
Identifying At-risk Children			
Crisis Response Team Training			
CPR			
How to Defuse a Situation: Crisis/Prevention/Intervention (CPI)			
Legal Implications for teachers			
Student Involvement for Safe Schools			
Teaching Tolerance			
Hotlining of Students and Teachers			
Lessons/Presentation to Promote School Safety			
Effective Discipline Programs			
Discipline and Classroom Management			
How to Make Parent Phone Calls			
Parent Conferences			
Student - led Conferences			
Portfolios			
Community Service Projects			
Business Partnerships			
Positive Student/Teacher Relationships			
Promoting Better Communication between the School and Home			
Creating Positive Relationships between Staff Members			
Public Relations			
The One-Computer Classroom			
Grade Books on Computer			
Beginning Word (word processing)			
Intermediate Word (word processing)			

Notes



Notes

Training Topics	I would enroll in a workshop if offered.	I would enroll in a study group to study this topic.	I would be willing to teach/facilitate this workshop or study group.
Internet			
PowerPoint			
Integrating Computers into the Curriculum			
Effective Websites			
Recycling/Energy Management			
Using the Outdoor Lab			
Grant Writing			

Thanks for taking the time to fill out this survey. We will tabulate the results and begin planning your training program for the next three years.

If you volunteered to be a trainer, please add your name and school:

Name _____ School _____



**Sikeston R-6 School District PD Plan
Appendix E**

Notes

**PROFESSIONAL DEVELOPMENT IN-DISTRICT
PRESENTER RESOURCE LIST**

Facilitator(s)	Building	Workshop or Study Group Topic
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____
11. _____	_____	_____
12. _____	_____	_____
13. _____	_____	_____
14. _____	_____	_____
15. _____	_____	_____



Notes

Sikeston R-6 School District PD Plan
Appendix F

SIKESTON R-6 SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT FORMS

<u>FORM</u>	<u>COLOR</u>
Professional Development Opportunit	White
Professional Development Leave/Reimbursement Guidelines	Green
Professional Development Reimbursement Procedures	Green
Expenditure and Cost Allocation.....	Green
Building-based Budget	Canary
Professional Development Request for Presenter	White
Professional Development Presenter's Confirmation	White
In-District Workshop Presenter Reimbursement	Pink
Professional Development Chair Activity Report	Blue
Professional Development In-service Evaluation.....	Goldenrod
Sample Letter to College/University	White
Professional Development Plan, PC-I.....	White
Professional Development Certificate.....	Green
Tuition Reimbursement Procedures and Form	Gray



SIKESTON R-6 SCHOOLS
Request to Attend
Professional Development Opportunity

Updated July 2005

Notes

1. Employee Name: _____
2. Employee's Building: _____
3. Type of Meeting: _____
4. Place of Meeting: _____
5. Dates of Meeting: _____
6. Actual Time Away From School: _____
7. Organization or department of SPS that you will be representing _____

8. Others in school who plan to attend: _____

9. School improvement area addressed: _____

_____ Workshop (hotel reservations need to be made and sub will be needed)

_____ nights needed

_____ Workshop with substitute only _____ Workshop without substitute

On _____ (Date)

(Application should be presented at **least two weeks** before meeting/conference/workshop. Please ATTACH workshop information which describes conference topics as they relate to the school improvement plan.)

The above request is: _____ Approved _____ Denied _____ Pending. (See principal.)

Employee _____ Date _____ Principal _____ Date _____

Asst. Superintendent _____ Date _____

MEAL REIMBURSEMENT:

1. Are meals included in the workshop? _____ yes _____ no

- a. If yes, which are included?

_____ Date: _____ breakfast _____ lunch _____ dinner

_____ Date: _____ breakfast _____ lunch _____ dinner

_____ Date: _____ breakfast _____ lunch _____ dinner

- b. If meals are not included in the workshop, you can be reimbursed up to \$30 a day for meals with receipts. Example: \$5 – breakfast; \$10 – Lunch; \$15 - Dinner

2. Estimate of expenses: Registration _____ Hotel _____ Meals _____
 Gratuity (15%) _____ Sub Pay _____ Total Expenses: _____

Code: _____



Notes

ADMINISTRATIVE LEAVE/REIMBURSEMENT
GUIDELINES

SIKESTON R-6 SCHOOL DISTRICT

- Requests for leave must be made **at least two weeks** prior to the event.
- All requests should be sent to the Building Professional Development Committee Chair for building-based funding consideration and must then be approved by the building principal or appropriate district supervisor prior to submission to the assistant superintendent in charge of professional development.
- If an employee requests reimbursement for an event he/she wishes to attend and approval is given, the district will reimburse 100% of reasonable and SB-380 appropriate expenses.
- In-district workshop presenters will receive a planning stipend of \$75 for the first time a workshop is presented. Subsequent presentations of the same workshop will earn a planning stipend of \$25. Presentations must be for ten or more people. If there are 15 or fewer teachers, fifty percent (50%) or more must attend. General department/grade level/curriculum meetings are not included for stipends but should be cited as professional development activities. The building professional development chair and principal are responsible for making decisions about whether topics meet building goals.
- In-district workshop presenters will receive \$15.00 per hour for workshops given during non-contractual hours. Workshops will not be held if fewer than ten people sign up. Stipends will not be paid for canceled workshops.
- Inquiries can be made through the Board of Education Office concerning tuition reimbursement.
- To receive reimbursement for approved events, all appropriate receipts must be submitted along with appropriate expense report forms and a copy of the approved Leave Form to the Professional Development Office.
- If a school automobile is available, it **MUST** be used. If personal car(s) is used, reimbursement **MUST** be pre-approved through the Professional Development Office, Board of Education, 472-2581.



PROFESSIONAL DEVELOPMENT REIMBURSEMENT PROCEDURES

Notes

To get reimbursement for a workshop IN THE AREA:

- Keep a copy of your approved Professional Development Opportunity leave form.
- When you have returned from attending the workshop, make a copy of:
 - a. The approved Professional Development Opportunity form and
 - b. A receipt from the workshop or a canceled check or your credit card statement (if applicable)
- Send those copies (a & b) to the Office of Professional Development, Board of Education

To get reimbursement for a workshop OUTSIDE OF THE AREA, when mileage, lodging, or food expenses have been approved:

- Keep a copy of your approved Professional Development Opportunity leave form.
- When you have returned from attending the workshop, make a copy of:
 - a. The approved Professional Development Opportunity form and
 - b. A receipt from the workshop or a canceled check or your credit card statement (if applicable)
- Fill out both sides of a Travel Expense Voucher Payable form (available through your PDC Chair or building secretary)
- Send the copies (a & b) and the completed Travel Expense Voucher Payable form to the Office of Professional Development, Board of Education Office, attention Dr. Bohannon.



Notes

EXPENDITURE AND COST ALLOCATION

SIKESTON R-6 SCHOOL DISTRICT

EXPENDITURES

BUDGET FROM WHICH COST WILL BE PAID

Registration Costs
Substitute Costs
Mileage
Consultant Fees
Lodging and Meals

Building-based Professional Development Requests

Building-based budgets
Building-based budgets
Building-based budgets
Building-based budgets
Building-based budgets

Registration Costs

Title II (Eisenhower) Requests

Eisenhower funds, for math/science/technology,
CSIP goals

Substitute Costs

Eisenhower funds, for math/science/technology,
CSIP goals

Mileage

Eisenhower funds, for math/science/technology,
CSIP goals

Lodging and Meals

Eisenhower funds, for math/science/technology,
CSIP goals

Registration Costs

District Workshops

Math/Science can be reimbursed by Eisenhower
funds

Substitute Costs

Professional development funds

Mileage

Professional development funds

Lodging and Meals

Professional development funds

Substitute Costs

Mentor (1 day) and Mentee (1 day)

Professional development funds

Beginning Teacher

Professional development funds

Assistance Program

BUILDING-BASED BUDGET

SIKESTON R-6 SCHOOL DISTRICT

Each school is given a budget for staff development:

Early Childhood/Kindergarten	\$ 4,168
Lee Hunter Elementary	\$ 3,820
Matthews Elementary	\$ 3,126
Morehouse Elementary	\$ 2,084
Southeast Elementary	\$ 2,778
Southwest Fifth Grade Center	\$ 3,126
Middle School	\$ 4,862
Junior High	\$ 4,862
Senior High	\$ 5,210
Sikeston Career and Technology Center	\$ 174
Sikeston Alternative School	\$ 521

As the PDC Chair for your building, you are responsible for submitting requests that are in line with ones developed by your professional development committee which works to meet your building goals.

School _____ PDC Chair _____

Notes



Notes

SIKESTON R-6 SCHOOLS
Request for Presenter
Professional Development Opportunity

Updated July 2005

1. Presenter's name: _____
2. Presenter's building: _____
3. Type of workshop: _____
4. Place of workshop: _____
5. Dates of workshop: _____
6. Actual time away from school: _____
7. Organization or department of SPS that you will be representing: _____
8. Others in school who plan to attend: _____
9. School improvement area addressed: _____

On _____ (Date)

(Application should be presented at **least two weeks** before meeting/conference/workshop. Please ATTACH workshop information which describes workshop topics as they relate to the school improvement plan.)

The above request is: _____ Approved _____ Denied _____ Pending. (See principal.)

CODE: _____
Asst. Superintendent _____ Date _____

**SIKESTON R-6 SCHOOLS
Professional Development
Presenter's Confirmation**

Updated July 2005

Notes

This confirmation acknowledges a professional development presentation to be given at the location noted below. Presenters may expect payment for their work after the presentation and when the Professional Development Office has approved the presentation.

NAME OF PRESENTER _____

TITLE OF PRESENTATION _____

ADDRESS _____

TELEPHONE NUMBER _____

SOCIAL SECURITY # _____ (required for tax purposes)

DATE/TIME OF
PRESENTATION _____

LOCATION _____

PRESENTER'S
HONORARIUM _____

CONTACT PERSON (PDC) _____

TELEPHONE NUMBER _____

Thank you for agreeing to present. Our district appreciates and recognizes the knowledge and skill you are willing to share.

Dr. Larry Bohannon
Asst. Superintendent/Professional Development/Secondary

**If bad weather requires cancellation of this presentation, you will be contacted at the earliest possible time.*



Notes

IN - DISTRICT WORKSHOP PRESENTER
REIMBURSEMENT

SIKESTON R-6 SCHOOL DISTRICT

DATE: _____

MEMO TO: Dr. Larry Bohannon
Asst. Superintendent/Professional Development/Secondary

FROM: _____ (Name of PDC Chair)
_____ (Name of School)

RE: In-District Workshop Presenter Verification

I am sending you this memo to verify that the following person(s): _____

presented a workshop for ten or more people in my building on: _____

I am requesting you pay them:

_____ \$75.00 for a planning stipend

_____ \$25.00 for planning a workshop previously given

_____ \$15.00 per hour for non-contracted time

(Check only those areas above which apply to this particular workshop.)

The workshop was held from _____ a.m./p.m. to _____ a.m./p.m.

The title of the workshop was: _____

Thank you for your help. I know I can expect a check to be sent to the presenter(s) as soon as possible.



DESIGNATED PROFESSIONAL DEVELOPMENT
CHAIR ACTIVITY REPORT FOR ½ DAY IN-SERVICES

SIKESTON R-6 SCHOOL DISTRICT

Notes

School:

Name of PDC Chair reporting:

Date of Activity:

Evaluation of Activity:

Out-of-District presenter, if applicable:

Costs associated with activity:

Presenter	\$ _____
Materials	\$ _____
Food	\$ _____
Lodging, if applicable	\$ _____
Travel, if applicable	\$ _____

All expenditures must be verified by a bill or receipt sent to the Office of Professional Development. Reimbursements will be made upon receipt of the bill. Please call with any questions at 472-2581.



Notes

SIKESTON R-6 SCHOOLS
Professional Development Evaluation

November 2003

As a result of this professional development activity:

(Name of activity)

Date: _____ 20____ students of Sikeston R-6 Schools will benefit.

The professional development opportunity *was beneficial*:

(Circle one) Excellent 4 3 2 1 Poor

This professional development opportunity *provided information and techniques that I will use*:

(Circle one) Immediately 4 3 2 1 Rarely

Would you recommend this for others to attend? Yes No

In your own words, reflect on how your students or the district as a whole will benefit or improve:

This MUST be completed IMMEDIATELY following professional development activity. Copy to be filed in professional development folder and with the building principal.

How did you share what you learned at the above professional activity?

A. _____ in departmental meeting (_____ at building or _____ for district department)

B. _____ in grade level meeting (_____ at building or _____ for district grade level)

On what date did you share the information? _____

How many attended? _____ (MUST attach sign-in sheet)

Signature of Attendee/Presenter: _____ Date: _____



Sample Letter to College/University

Notes

Your Name
Sikeston R-6 Schools
Name of Building
Address of Building
City/State/Zip

Date

Name of Dean of Education
Name of College/University
Name of Education Building
Address of College/University
City/State/Zip

Dear (**Name of Dean**):

This letter is to formally notify you that I have been hired as a (**insert teaching assignment**) at (**insert name of building**) in the Sikeston R-6 School District.

The preparation that I received at (**insert name of college or university**) has provided me with the background to be a successful teacher and I look forward to the continued assistance that I will receive as part of the Beginning Teacher Assistance Program from Institutions of Higher Education program. My understanding is that (**insert name of college or university**) will continue providing me support during my first year of teaching, thus enabling me to satisfy the certification requirement needed to continue my teaching career.

If you need additional information from me, please do not hesitate to contact me at your convenience. Again, I want to thank you for the preparation I received and the continuing support you will provide.

Sincerely,

(Type your name - and sign in space above)



Notes

Teacher Professional Development Plan Checklist

Name _____ School _____

Principal _____ Date _____

The following checklist should serve as a useful tool to the teacher to ensure the completion of a plan for professional development and success in teaching. It is the teacher's responsibility to complete the checklist during the school year and file the plan with the principal.

Checks indicate that the following information is understood or has been accomplished as a part of a teacher assistance program.

ORIENTATION

- _____ District policies and procedures were discussed
- _____ A community overview was presented
- _____ A curriculum overview was presented
- _____ Performance-based teacher evaluation (PBTE) was discussed
- _____ Building policies and procedures were discussed

INSTRUCTIONAL PROCESS

- _____ Instructional management system (IMS)/Missouri Assessment Program (MAP) expectations were discussed
- _____ PBTE procedure was presented and discussed
- _____ Grading and grade reporting were discussed
- _____ Record-keeping procedures were discussed
- _____ Resource personnel utilization was discussed (Music/PE, librarian, computer/reading/math coordinators, counselor, nurse, art)

CLASSROOM MANAGEMENT

- _____ Discipline code and procedures
- _____ Organization of room and building
- _____ Parent communications

PROFESSIONAL RESPONSIBILITY

- _____ Confidentiality
- _____ Professional organization
- _____ School policy
- _____ Extra-curricular activities

MENTOR/BUDDY TEACHER ASSISTANCE

UNIVERSITY ASSISTANCE

PBTE COMPLETED

A YEAR OF TEACHING COMPLETED

PROFESSIONAL DEVELOPMENT PLAN COMPLETED & FILED WITH PRINCIPAL AND DR. BOHANNON

Teacher's Signature _____ Mentor's Signature _____

Principal's Signature _____ Date _____



Professional Development Plan

Notes

Teacher: _____

Years Plan Is In Effect

Year 1: 20__ Building _____

Year 2: 20__ Building _____

Year 3: 20__ Building _____

Mentor (Requires signature of mentor during May of each year)

Year 1: 20__ Building _____

Year 2: 20__ Building _____

Higher Ed

College/University: _____

Representative: _____

Dates of University Follow up: _____

Verification of Plan by Building Principal

(Requires signature of building principal during May of each year.)

Year 1 _____

Year 2 _____

Year 3 _____



Notes

PROFESSIONAL DEVELOPMENT PLAN FOR BEGINNING TEACHERS

Name: _____ Principal: _____ Mentor: _____
School: _____ School Year: _____ Higher Education Rep: _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
I. Instructional Process A. District Responsibility 1. Provide curriculum guidelines for Sikeston R-6 School District	Discuss curriculum guidelines and goals	Administration	08/04	08/05
2. Provide opportunities for teachers to attend seminars/workshops to improve teaching strategies	Attend seminar/workshop and implement seminar/workshop strategies	Principal and Teacher	Ongoing	
3. Provide new teachers with a mentor	Utilize mentor as a resource for district policies	Principal, Mentor and Teacher	08/04	08/05
4. Evaluate teacher performance through formal and informal observations/evaluations	Discuss strengths/weaknesses of teacher performance & expectations	Principal, Mentor and Teacher	Ongoing	10/04 & Ongoing
5. Discuss grading procedures	Review report card and school policy on grade book	Principal, Mentor and Teacher	First quarter	10/05



Name: _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
I. Instructional Process A. Teacher Responsibility				

Notes



Notes

Name: _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
II. Classroom Management A. District Responsibility				
1. District discipline handbook	Review of district discipline policies	Principal, Mentor and Teacher	Ongoing	
2. Enforcement of building policies	Review building handbook	Principal, Mentor and Teacher	Ongoing	
3. Effective use of lesson plan book, copy center, and attendance	Review mentor/mentee checklist	Teacher and Mentor	Ongoing	
4. Discuss procedures of the following: buses, playground rules, field trips, technology, assembly, and visitors	Review mentor/mentee checklist	Teacher and Mentor	Ongoing	



Name: _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
II. Classroom Management A. Teacher Responsibility				

Notes



Notes

Name: _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
III. Interpersonal Relationships A. District Responsibility				
1. Awareness of parent/teacher communication	Effective utilization of parent-teacher conferences	Principal, Mentor and Teacher	Ongoing	
2. Discuss classroom and school social activities	Involvement in PTO and district-sponsored events	Principal, Mentor and Teacher	Ongoing	
3. Utilize opportunities to network with fellow teachers (within school and within district)	Discuss and work cooperatively with faculty and staff	Faculty, Staff, Teacher and Mentor	Ongoing	



Name: _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
III. Interpersonal Relationships A. Teacher Responsibility				

Notes



Notes

Name: _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
IV. Professional Responsibilities A. District Responsibility				
1. Explain policies of school board	Review of school board policies handbook	Principal and Administration	Orientation	08/05
2. Explain teacher professional development policy	Review state-required professional development policy	Principal and Administration	Orientation	08/05
3. Prepare teachers for extracurricular activities	Explanation of extracurricular activities	Principal, Teacher and Mentor	Orientation and Ongoing	
4. Identify opportunities for involvement in professional organizations	Review information regarding professional organizations	Principal, Teacher and Mentor	Orientation and Ongoing	



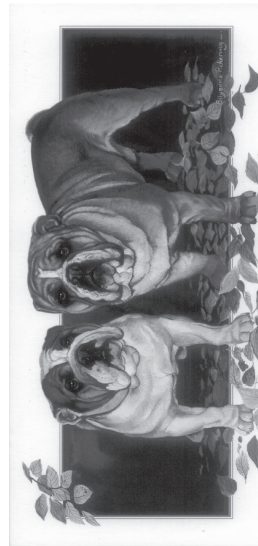
Name: _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
IV. Professional Responsibilities A. Teacher Responsibility				

Notes



Notes



District Level Professional Development

Date(s) Attended	Professional Development Activity	Clock Hours
1	New Teacher Orientation (if applicable)	
2	Mentor / Mentee Workshop (if applicable)	
3	General Teacher Orientation (Day 1)	
4	General Teacher Orientation (Day 2)	
5	General Teacher Orientation (Day 3)	
6	New Teacher Follow-Up (Day 1, if applicable)	
7	New Teacher Follow-Up (Day 2, if applicable)	
8	September In-Service	

Sikeston R-6 Schools
Professional Development Certificate
*This Certificate documents continuous professional development for Sikeston
R-6 Schools certificated staff.*

Building Level Professional Development

Date Attended	Professional Development Activity	Clock Hours
1		
2		
3		
4		
5		
6		
7		
8		

*Please keep a copy of this to
turn in to your building PDE
chair at the end of year.*

Staff Signature

Print Name



Notes

District Level Professional Development (Summer & School Year Included)			
Date Attended	Professional Development Activity	Clock Hours	
9	November ½ Day In-Service		
10	January ½ Day In-Service		
11	May ½ Day In-Service		
12			
13			
14			
15			
16			
17			
18			
19			

Building Level Professional Development (Continued)			
Date Attended	Professional Development Activity	Clock Hours	
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			

Date

Please remember to sign and date the front of this certificate and turn in to your building PDC chair at the end of year.



Notes

Date Attended	Professional Development Activity	Clock Hours
20		
21		
22		
23		
24		
25		
26		

Please remember to sign and date the front of this certificate and turn in to your building PDC chair at the end of the year.

Date Attended	Professional Development Activity	Clock Hours
20		
21		
22		
23		
24		
25		
26		



SIKESTON R-6 TUITION REIMBURSEMENT PROGRAM APPLICATION PROCEDURES

7/1/04

The purpose of this program is to refund some or all of the tuition costs of our professional staff.

ELIGIBILITY REQUIREMENTS

To be eligible for PDC tuition reimbursement, a staff member **must** meet the following conditions:

- i. Enroll in graduate level courses only related to your area of current certification, or courses for additional certification, or to be admitted to a graduate program in administration or guidance.
 - ii. Earn a grade of “A” or “B” in the course and provide a grade card.
 - iii. Be employed full-time for the succeeding school year.
 - iv. Provide transcript or grade card and evidence of expenditures.
1. Submission of an application for tuition reimbursement is an agreement that the employee will remain as an employee of SPS for the next five (5) years. Termination of employment by the employee will result in a pro-rated amount being withheld from said employee’s final paycheck.
 2. The course shall be taken at an accredited college or university.
 3. The amount reimbursed should be actual money the applicant paid. This does not include money received from scholarships, etc.
 4. Before reimbursement can take place, the applicant must have paid the college/university the amount owed.

ELIGIBLE COURSES

The amount of reimbursement may not exceed the current per-credit-hour tuition rate charged by Southeast Missouri State University. You may seek reimbursement for actual tuition costs up to six credit hours a year for full funding and each hour beyond 6 as funds allow. Other fees and incidental costs are not eligible for reimbursement.

Return this form to your PDC Executive Committee member the first Monday in February.



Notes

**SIKESTON R-6
TUITION REIMBURSEMENT FORM**

**If you think you may qualify for tuition reimbursement,
please complete this form and give it to a PDC member on your campus
by Monday, February 6, 2005.**

Tuition reimbursement will be for no more than 6 hours at the current per-credit-hour tuition rate charge by Southeast Missouri State University.

A total of \$20,000 of professional development monies will be used each fiscal year for tuition reimbursement. The amount received by each participant may be less, and will be pro-rated, if the requests for tuition reimbursement exceed the budgeted amount of \$20,000.

Please print the following information:

Name _____

SPS Building Location _____

University Name _____

List below the information from courses taken during the Spring 2005, Summer 2005, and Fall 2005 semesters**:

Course No.	Course Name	Grade	Credit Hours Cost	Credit Hour Earned	Amount Paid
TOTAL CREDITS EARNED AND TOTAL AMOUNT PAID					\$
				(Central Office Will Complete) TOTAL DUE TO EMPLOYEE	\$

**Courses completed during the Spring 2006 semester will be eligible in the next year's tuition reimbursement program.



Sample 3
FRANCIS HOWELL SCHOOL DISTRICT
DISTRICT PROFESSIONAL DEVELOPMENT PLAN

NSDC Standard - Leadership: Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement. (Related to MSIP Standards 6.2, 6.7; Indicator 6.2.1, 6.7.1, 6.7.5, 6.7.6) (CSIP 1, 2, 3, 4) PDC Goal: We will make instructional decisions based on ongoing formative and summative assessment of student needs.

Improvement strategies	Timeline	Roles and Responsibilities	Data Collection	Funding	Additional District Support
Provide funding for registration fees for DPDC and BPDC members to attend PLC conference to receive training in PLC philosophy and implementation.	Continued from 2004-2005	DPDC BPDC	Evaluations on use and sharing of information	ProfDev: \$6,600.00 22 DPDC x \$300.00 registration	
Provide funding for subs and stipends for PLC groups to meet for additional collaboration.	2005-2006	DPDC Teachers Administrators	Evaluations on use and sharing of information	Substitute \$9,450.00 Stipends: \$10,000.00 Medicare: \$270.00 FICA: \$600.00 CertRet: \$1,100.00	
Provide funding for national, state, and local participation of teachers and administrators in conferences and learning opportunities. (2 to NSDC; and 2 Show-Me)	Ongoing	DPDC Teachers Administrators Staff	Evaluations on use and sharing of information	Substitute: \$640.00 Prof. Develop: \$1500.00 Travel/Hotel: \$1000.00 Medicare: \$9.00 FICA: \$40.00	
Provide resources to build and expand building and district professional libraries.	Ongoing	DPDC library subcommittee BPDC C/I coordinators Administrators	Library Collection records	Stipends: 15 days @ \$100 = \$1500.00 CertRet: \$165.00 Med: \$22.00 Supplies: \$59.00	
Provide release time, stipends and materials for the curriculum committees to develop concept - based subject/grade level common assessments	Ongoing	DPDC BPDC C/I coordinators Curriculum committees Administrators SPED coordinators Teachers Gifted coordinator Elementary teacher leaders Secondary department chairs	Collection of data for test results.	\$55,750.00 Inclusive of NCERT Retirement, FICA, and Medicare	
Provide release time, stipends and materials for the DPDC and BPDC leadership teams to meet and conduct business.	Ongoing	DPDC BPDC	Record of Meetings	Sub: \$14,960.00 Stipend: \$2200.00 Medicare: \$249.00 FICA: \$927.00 CertRet: \$242.00 Supplies: \$1000.00	



Notes

Method of Evaluation / Results:

Comments:

Commissioner's Award of Excellence for Professional Development Rubric:
____ Leadership roles & responsibilities are interchangeable, and stakeholders assume responsibility for student achievement.
____ Leadership teams are in place at all levels and focus on continuous instructional improvement.
____ Student achievement is high and can be linked to a high-quality school improvement plan; quality, focused professional development; and exemplary leadership.

NSDC Standard - Data-Driven: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (MSIP Standards 6.2, 6.7; Indicators 6.2.1, 6.7.3, 6.7.4, 6.7.5) (CSIP 1)

PDC Goal: We will make instructional decisions based on on-going formative and summative assessment of student needs.

Improvement Strategies	Timeline	Roles and Responsibilities	Data Collection	Funding	Additional District Support
Provide release time, stipends, and materials to allow PLC and grade level teams to determine student learning needs as indicated by disaggregated data and explore best practices.	Continued from 2001-2002, 2002-2003 2003-2004 2004-2005	It is the responsibility of each PLC team to determine the agenda and activities for these days. DPDC BPDC	MAP scores Session Evaluations Terra Nova FHSD Writing Assessment FHSD Level I Foreign lang. Assessment FHSD Math Assessment PD Self Assessment (Pre and Post) Formative / Summative Assessment	Six Early Release Days	

Method of Evaluation / Results:

Comments:

Commissioner's Award of Excellence for Professional Development Rubric:
____ Student data are the basis of school improvement planning.
____ Staff development is consistently determined by student data.
____ Evidence is clear that student achievement has increased as the result of using student data to change practice.
____ Student data are consistently provided to staff and the community for improving student achievement.
____ The learning community consistently collaborates and uses data as the basis of professional growth.



NSDC Standard - Research Based: Staff development that improves the learning of all students prepares educators to apply research to decision-making. (MSIP 6.7; Indicators 6.7.2, 6.7.3, 6.7.4) (CSIP 2, 3, 4)

PDC Goals: We will establish exemplary instruction in every classroom by providing training in best practices with standardized expectations for all students

Notes

Improvement Strategies	Timeline	Roles and Responsibilities	Data Collection	Funding	Additional District Support
Provide release time, stipends, and materials for the study of research-based best practices.	Continued from 2003-2004 2004-2005	C/I department Administrators PLC teams	Local Evaluations MAP test TERRA NOVA Local Assessments	Funded through the use of 1% funds allocated to C and I	
Provide release time, stipends, and materials for teams to conduct pilot studies and/or action research of best practices.	2005-2006	BPDC	BPDC Evaluations	Funded through building funds and early release days	
Through the PD library, teachers will have access to materials for research.	2005-2006			Funding under library goal 1	

Method of Evaluation / Results:

Comments:

Commissioner's Award of Excellence for Professional Development Rubric: _____ Educators are effective users of educational research regarding school improvement and the enhancement of student achievement. _____ Staff consistently takes responsibility for studying and utilizing research for school improvement. _____ The staff consistently conducts action research and communicates results. _____ Resources are consistently allocated and utilized for research. Teams consistently conduct pilot studies and action research to support, confront, and/or generate new knowledge and evidence about the effectiveness of innovations and initiatives.	
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Notes

NSDC Standard - Learning: Staff development that improves the learning of all students applies knowledge about human learning and change. (MSIP Standards 6.1, 6.3, 6.7; Indicators 6.1.2, 6.3.1, 6.7.1, 6.7.2) (CSIP 2, 3, 5)

PDC Goal: We will make instructional decisions based on on-going formative and summative assessment of student needs.

Improvement Strategies	Timeline	Roles and Responsibilities	Data Collection	Funding	Additional District Support
Provide release time, stipends, and materials for development, revision, monitoring, and evaluation of curriculum based on assessed needs. (D)	Ongoing	C/I Coordinators, Administrators, Curriculum leaders Curriculum committees, Instruction committee, Teachers, Parents, DPDC	Curriculum MAP test TERRA NOVA PD Self Assessment (Pre and Post)	Funded using 1% funds allocated to C and I	
Provide a two-year mentor/mentee program for all beginning and provisional teachers that includes mentor training for teachers and administrators, collaborative assignment of mentors and, release time to observe and collaborate. (D)	Ongoing	C/I coordinators DPDC mentoring committee Mentors Mentees Administrators	Mentor/Mentee Evaluations Record of Mentor/Mentee Use of DPDC Funds PD Self Assessment (Pre and Post)	Substitute 2 per 1 st year 1 per 2 nd year = 200x\$80=\$16,000 Stipend 50@/\$350 + Stipend 100@/\$200 = \$37,500 Training Stipend 22bldgx3=66@/\$100 =\$6600 Stipend Total =\$44,100 Supplies \$600.00 Medicare: \$872.00 NCert FICA: \$992.00 Cert. Retire: \$4851.00	
Provide Transition Support for teachers new to the district and/or a teaching assignment by providing release time and stipends for teachers to observe/meet with colleagues and/or attend professional development activities. (D)	Ongoing	C/I Facilitators DPDC committee Administrators	Records of use of DPDC Request & use of funding	Substitute: \$1600.00 Medicare: \$24.00 FICA: \$99.00	
Provide release time, stipend, and materials for certificated staff district- wide. (Use to be determined by Building Professional Development Plans)	Continued from 2004-2005	Building PDC District PDC Administration	Beginning of the Year Estimated Budgets and End of Year reports	\$156,000 to building budgets	



Method of evaluation / Results:

Comments:

<p>Commissioner's Award of Excellence for Professional Development Rubric:</p> <p>____ Staff development consistently promotes the practice of new skills that would improve student achievement.</p> <p>____ Staff development learning methods consistently mirror the methods teachers are expected to use with their students.</p> <p>____ Staff development leaders consistently gather and use information about learning styles.</p> <p>____ Knowledge about change is consistently and systematically addressed through staff development.</p>	
--	--

Notes



Notes

NSDC Standard: Equity: Staff development that improves the learning of all students prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement. (MSIP 6.7; Indicators 6.7.2, 6.7.3, 6.7.4) (CSIP 2)

PDC Goal: We will establish and implement effective instructional programs that meet the needs of all FH students.

Improvement Strategies	Timeline	Roles and Responsibilities	Data Collection	Funding	Additional District Support
Recognize the need to consistently share responsibility with school boards, administrators, teachers, and community for closing the achievement gap.	Ongoing	C/I Administration Teachers DPDC Gifted coordinator C&I coordinators Writing specialists Reading specialists Math specialists PLC teams	MAP testing and TERRA NOVA evaluations PD Self Assessment (Pre and Post) Local Assessments	Early release days PLC meeting time	
Provide release time, stipends, and materials for developing instructional strategies to close the achievement gap through curriculum development, differentiation, and best practices.	2004-2005	C/I Administration Teachers DPDC Gifted coordinator C&I coordinators Writing specialists Reading specialists Math specialists Gifted coordinator PLC teams	MAP testing TERRA NOVA testing Local assessments	Early release days PLC meeting time	
Provide release time, stipends, and materials for staff to investigate, implement, and evaluate instructional strategies for non-learning students.		DPDC BPDC / site team PLC teams	MAP testing TERRA NOVA testing Local assessments	Early release days PLC meeting time	

Method of Evaluation / Results:

Comments:

Commissioner's Award of Excellence for Professional Development Rubric:

- _____ The district consistently monitors achievement among groups of students and can document progress toward closing the gap.
- _____ The school board, administrators, teachers and community consistently share responsibility for closing the achievement gap.
- _____ Educators are knowledgeable about student diversity and consistently apply their knowledge.
- _____ Multiple sources of disaggregated data are consistently used to guide the improvement of student achievement.
- _____ Multiple interventions that provide support for non-learning students are in place. If one strategy does not work, other options are utilized.



NSDC Standard: Family Involvement: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately. (MSIP 6.7 Indicator 6.7.5) (CSIP 5, 6)

PDC Goal: We will support district and buildings in their effort to consistently partner with parents and community.

Improvement Strategies	Timeline	Roles and Responsibilities	Data Collection	Funding	Additional District Support
Use the established district-wide strategic planning process to guide decision-making.	Ongoing	C&I coordinators DPDC reps.	CSIP	Voluntary committee work	
Assign a DPDC member to attend district level strategic planning committees	On-going	C&I coordinators DPDC representative		Voluntary committee work	
Provide release time, stipends, and materials to train staff in establishing and effectively using involvement of community stakeholders to increase student achievement.				BPDC	

Method of Evaluation / Results:

Comments:

Commissioner's Award of Excellence for Professional Development Rubric: _____ Achievement increases can consistently be linked to involvement of the learning community. _____ The school and community consistently partner to prepare parents and educators to support every child's learning. _____ The staff is trained and consistently utilizes two-way communications with the learning community about student achievement. _____ All partnerships are mutually beneficial. _____ Collaboration and communication among partners consistently foster improvement.	
--	--

Notes



Notes

**ABC SCHOOL DISTRICT
DISTRICT PROFESSIONAL DEVELOPMENT PLAN
20??-20??**

NSDC Standard:

(MSIP *Standard & Indicator*) (CSIP *Goal, Objective, or Action step*)

PDC Goal:

Improvement Strategies	Timeline	Roles and Responsibilities	Data Collection	Funding	Additional District Support

Method of Evaluation / Results:

Comments:

<input type="checkbox"/> _____ _____	
<input type="checkbox"/> _____ _____	
<input type="checkbox"/> _____ _____	
<input type="checkbox"/> _____ _____	
<input type="checkbox"/> _____ _____	
<input type="checkbox"/> _____ _____	